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# CAMPING MAGAZINE



## FEATURING

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A Real Booklet For A Real Camp . . . . . John R. Fisher  
Camping And Mental Hygiene Treatment  
Olin Murdick  
Camp Program Through The Eyes  
of A Kinesiologist . . . . . Elizabeth Powell and Christine Schwartz  
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VOLUME XI

NUMBER 8

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# The Camping Magazine

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1940 Convention—January 25, 26, 27

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# Understanding Our Campers---

## Socialization

By  
**Mary Northway, Ph. D.**  
 University of Toronto

*Editor's Note.*—This will form one section of a counselor's manual being published under the editorship of Dr. Northway.

**A**LL counselors, regardless of what their job at camp may be or with what type of camp they are associated, have one thing in common: they are dealing with the most powerful and plastic material in the world, namely, children. The junior counselor, the instructors, the dietitian, the director and even the business manager are concerned directly or indirectly with the ultimate purpose of the camp, the campers. All counselors come to camp with some knowledge of children but, because the guidance of the child's development is the counselor's primary function, it is essential that every counselor should have as much understanding of those with whom he is concerned as possible.

Understanding may perhaps be thought of as the ability to *appreciate* the child's world and point of view and to *appraise* his activities as being indicative of good or poor mental health. Such understanding of our campers may be achieved in two ways: first by being with and enjoying children, by watching them at their work and play, by participation in their fun and activities, by talking to them and listening as they talk; and secondly, it may be acquired by becoming acquainted with technical knowledge of child development. This may be obtained through reading the excellent literature in the psychological field and through discussion and talks with people either at camp or in town who have professional knowledge of these things.

The counselor's understanding of his campers should include both *appreciation* and *appraisal*. To keep these two points of view in mind is not easy; to attain a balance between them is the goal of all counselor achievement.

In order to *appreciate* the camper; that is, to see him as an individual and to see life as he sees it, we must realize two things: (a) that all children are different and (b) that the world of a child is not that of an adult. To say all children are different is simple, to realize it

and to act on this assumption is difficult. It means that each of the five or six campers in a cabin has different abilities, interests, memories and aspirations than the other. The corollary is therefore that Johnny's problems and program are different from Frank's. It means that the ways by which Johnny can be approached are not the same as the ways that work with Frank. The counselor must appreciate Johnny as a person in his own right, learn his interests, discover his goals and help him realize them. The counselor must at one and the same time discover the best for Johnny and the best for Frank and not expect they will be the same thing. Water may be fun for Frank and a terrifying element for John, a sunset may be the beginning of night prowling for Jane and an unforgettable poetic experience for Betty. Counselors must know these things for only on the basis of understanding what their meaning is for the individual can they deal with the individual.

Counselors must not only appreciate that children differ from one another but that the world of a child is not the same as that of an adult. Situations form different experiences for a child than for ourselves. A broken doll, a promised picnic that does not take place, taunts from contemporaries, unkindness from a loyal friend are real tragedies. Tempers caused by seemingly trivial incidents, and fear of witches, the dark or a high dive are real emotions. The completion of a fifty-yard swim, discovery of a new stream, applause for good acting in a play, the creation of a funny joke may cause a thrill of achievement never again to be equaled. The significance campers attach to events, the interpretations they give to our talks, our decisions and commands may differ widely from the significance we think these things have, or should have. To know what things mean to a child we must see what he does, discover his interpretations and comprehend the values he attaches to the varied experiences of his camping days. Text-book psychology and lectures on child development

will not help very greatly in this aspect of understanding the camper. To achieve it necessitates being with campers in their cabin group, at sports days and parties, in story groups and campfires, and as the 'Tadjer himself,' "in a camp and around a camp and over a camp and wherever in a camp a camper is." It necessitates also being able to discuss the camper with sympathetic directors who from long experience can know each particular camper. It means believing children are neither vegetables nor miniature men but people whose worlds are as real, as purposeful and possibly more vivid than our own.

Appreciation of the child is only one aspect of understanding him. At the same time as we attempt to see life as he sees it we must continually appraise his patterns of behavior to see if they are conducive to strong mental health and satisfactory adjustment. In this technical knowledge and the results of psychological investigation are very helpful. From them certain clues for appraising the child and helping him toward objectively desirable goals may be obtained and with these clues the rest of the chapter is concerned.

#### Socialization

Although all children are different, sooner or later they all have to learn to play their unique part in a social pattern. How well they are achieving this is one indication of their mental well being. This does not mean all children should learn to play the same part in a social world; it does mean that the unique abilities and interests a camper has should be used to harmonize with those of other campers so the pattern of the social group will blend the best of each for the good of all. A symphony orchestra is composed of many instruments playing many different notes at the same time. The greatness of the music results when each instrument develops its own individuality to perfection and blends this individuality with that of the group. John should not be forced to follow the pattern set by the other boys, he should be helped to play his unique part and contribute in his own way to the welfare of the group to make an harmonious whole.

Socialization means, quite simply, the ability to get along with other people, to feel at home and to be accepted by other people, especially one's contemporaries. How well a child can do this is a measure of his mental health. How well he does this is a means of appraising to what extent he has learned the most basic les-

son he has to learn. For socialization is the result of learning quite as much as is the understanding of the multiplication table. The child is born dependent on others for all his needs and is the center of a little universe all his own. In this universe adults harken unto every need and protect him in every way. Only gradually does he grow to play his part not as the center but as an integral part of his group. Only gradually does he come to make his own decisions and take responsibility for them. Many of the difficulties counselors find with campers are due to failure in this process of socialization or, as it has been called, failure in psychological "weaning." The child who has been long protected as a little god at home and the child who has been thrust brutally at an early age to fend for himself both carry the marks which show up all too vividly in the camp setting. In each case help in the gradual learning of socialization has not been given and one of the things the counselor must do is to direct these children in how they may feel at home in the world and be accepted by their contemporaries. It is not an easy task and it is one requiring skilled hands and often great patience. All we shall try to do here is to give some general hints as to how it may be accomplished.

#### *Socialization through the Cabin Group*

It is highly important that the child learn to be at home with his own contemporaries. Acceptability by older people or by younger children in no way makes up for failure to get along with one's own age group. The cabin counselor, being in close contact with his group, is much more favourably situated in helping the child than is the camp director or those in higher authority. The counselor can create a true group out of the four to eight individuals in his charge by designing activities in which they can participate, cooperatively. He may, for instance, find the following ways valuable.

(a) Mutual responsibility for the housekeeping should be arranged. As children share in tasks which must be done to insure their necessary comfort they are experiencing the essentials of all social living. "My corner is made tidy so that *our* house may look nice. I do the sweeping and Johnny gets the water so we'll be all fixed up."

(b) Group projects should be encouraged and helped. Working on a name plate for the cabin, or digging a garden around it is in es-

sence a cooperative creative effort as real as any found in the adult world.

(c) The particular interests of each child should be drawn out in group discussion and the achievement of each camper in any field should have its recognition in the cabin group. A counselor can, if he is subtle, make his campers aware of each other's good qualities and possibilities.

(d) The counselor should himself be a person on whom the campers can rely for decisions of fairness concerning things beyond their scope. Although camps are child-centered there are times when the adult must make the decisions and he must do so quickly and definitely. Now the overprotected child has been used to having his parents decide for him according to his whim or on the basis of the effectiveness of his coaxing; the neglected child has been used to having decisions made regardless of their effect on him. The counselor should be able to show that adults' decisions are fair, impartial, and not susceptible to coaxing. This will give the child an example of justness in his own little, temporary social-world which will aid in his satisfaction with it and his acceptance of it.

(e) The counselor should know when to slip into the background and let the group itself wrestle over differences and problems. It is a wise counselor who knows when to let the campers work things out for themselves, and through the trial and error of the process to play their own parts in arriving at group harmony. The child will learn more socialization from his fellows than from any counselor; the counselor's job is unobtrusively to set the stage, not to direct the play.

The cabin group is the camp's primary group; it is the camper's "home for the summer." To feel at home in this group is basic in the child's progress to socialization.

#### *Widening Contacts*

Although our home in the city is the primary social group it is not desirable that we should spend our whole life with only the people who compose it. So, too, with campers—the range of contacts must become wider than their own little group. The camper must be given opportunity to discover other people whom he will learn to find congenial and with whom he can work and play. He may go on canoe trips with other members of the camp than his own cabinmates, he may have meals with other children or he may meet them informally over a new

pocket knife or through building castles on the sand. The best way for effecting this wider socialization is possible through commonality of interests. Commonality of interests (indeed it has been said, "ability to laugh at the same jokes,") is one of the most basic facts in establishing human relationships. If a camper is keen on plays let him spend at least part of his time in a group with people whose interest is the same. His cabinmates may not be interested in plays but they will be interested in his achievement in them. We have found repeatedly that when a camper, who has found getting on with others in the cabin difficult, joins a group which is busily engaged in doing the things he is interested in, he will form friendships and become a real member of the group.

The camper should learn to know more people than his own immediate cabinmates; the range of possible contacts should increase with age but the camp experience should ultimately develop into an appreciation for all sorts of people who make up the little camp world, truck driver, boatman, cook, maids, counselors, campers, cabinmates and pets. Camp should become an experience in understanding "of all sorts and conditions of people" with a democratic appreciation of their differences.

#### *Skills as Tools*

In order to belong to a community one has to be adept enough at the simple skills required to get around comfortably and without awkwardness. In the city we have to read and write and juggle numbers because we could not participate in much of the daily life without these. At camp the lack of certain skills is likewise excluding. If the camp is on a lake and transportation by small craft is necessary the child who cannot swim or paddle will find himself very much left out. Learning the skills necessary for feeling at home in the community is an essential step on the road to socialization.

As well as requiring skills sufficient for comfort in the community, the development of special skills frequently forms a means by which acceptability will be developed. Through these skills the camper may make his unique contribution to the group. The camper who can dive well, act well, sail well or ride well is accepted by the group partially for these skills and this acceptance may lead into acceptability on a deeper level, namely for what the child,

*(Continued on Page 30)*

# A Real Booklet For A Real Camp

By  
**John R. Fisher**

SUCCESSFULLY to meet the competition from increasing numbers of summer camps with their overlapping areas of influence, the camp administrator must devote a more proportionate share of his time and energy to an effective program of camp publicity. His task is to emphasize the distinctive feature or features of his camp in a manner which will be most appealing to children and to their parents.

To many of us it appears that the key to the success of our camp publicity program, is to be found in the uses we make of the techniques of publicity in editing our camp booklet.

### *Why a Booklet?*

It is a poor salesman who calls upon prospects without samples of the products and goods he is trying to sell. Camp publicity men must not rest in the smug belief that they are so well understood that descriptive phrases will serve them equally well as do a salesman's sample products. Unfortunately we cannot carry our camps about with us but we can talk with words, phrases and photographs. If these, then, are to be our samples, they must be attractive, appealing and present a true picture of our *particular* camp.

The majority of camp booklets are too much the same. The familiar swimming dock is seen with its posed group of swimmers—most of them unrecognizable. Pictures of camper groups, entire sections, and entire camp staff are common. The printed sections all too often exhibit a lack of the writer's personality. One wonders when glancing through some camp booklets, who wrote them, and when . . . and sometimes, why! They attempt to give the parent the camp director's picture of an ideal camp instead of telling him what he wants to know. The writer of a camp booklet should visualize himself in the parents' place and build his booklet accordingly, remembering that he must also weave a bit of camper appeal into his creation.

Carr Liggett emphasized this point in the February, 1936 issue of the CAMPING MAGAZINE, and gives the following helpful suggestions:

"We are faced with the following situation. No two camps are alike, yet the booklets either copy each other or there is a surprising lack of originality on the part of their writers. It is a great trick for parents and children to discover the individual camp differences from booklets which are so nearly alike.

The publicity man who is about to write and assemble the copy for a camp booklet might well do the following things:

1. Write down everything about his camp that he can think of, covering at least the following points:

- a. Philosophy of camping.
- b. The camp.
- c. Location.
- d. Management and staff.
- e. Equipment.
- f. Accommodations.
- g. Activities.
- h. Health and sanitation.
- i. Safety.
- j. Competition.
- k. Camp recognition, rating.
- l. Customers.
- m. Rates, qualifications.
- n. Special items.

2. Then pick out what *they* want to know."

When the average parent looks at a camp booklet, he is mentally asking several questions.

- a. What will camp do for my child?
- b. Who will give my child what is promised? (Where are our pictures and qualifications of each individual counselor?)
- c. What are the qualifications of the persons (or institutions) running the camp?
- d. Where is the camp?
- e. What is the cost?

A booklet is a finished contact. A letter can be followed up by another but a booklet cannot be supplemented so easily. It must contain all the necessary information in a form which invites the reader to examine it through. Re-

member, nearly 8% of all printed matter goes directly into the wastebasket. There is no reason why a camp folder should be part of that 8%.

Advertising is neither some force with a mysterious power whose results are understood only by the initiate and are unpredictable by anyone else, nor is it a thing so simple that anything that looks like advertising, is advertising. Most camp publicity men can paint a glowing word-picture to a prospect but when one attempts to set his efforts down on paper, he gets tangled in a lot of notions he thinks are a requirement of advertising, immediately losing his spontaneity and eloquence.

The best camp booklet should probably resemble an enthusiastic letter addressed to one specific, prospective camper, preferably one who attended camp the previous summer.

To be your silent salesman, your camp booklet must accomplish five things:

a. *It must attract attention.* A specific title does this. The camp name, slogan or symbol used with the proper paper and cover design will help.

b. *It must interest.* The interest of both parents and prospective campers must be actively aroused.

c. *It must create desire.* Camp experiences should seem real and alive to the readers. Each individual child must be able to imagine himself in the situations pictured.

d. *It must bring conviction.* The statements about your camp must be sincere, conservative and dignified. The parents as well as the child must be convinced that yours is the right camp.

e. *It must lead to action.* If your booklet expresses well the aims of the camp, it will sell your camp to the parents of the right boy or girl—the kind you would like to have enrolled.

It is a mistake to offer that which you cannot produce. The indiscriminate use of superlatives does not fool everyone and the disappointment of those who are fooled, after the first day of camp, is a pitiful and disorganizing influence. It would be far more desirable to introduce a boy to an environment that exceeded all his expectations. So be honest with your camp. If an attractive picture of camp cannot be honestly presented, in pamphlet form, there may be something wrong with the camp, which should be remedied.

#### *Photographs*

Not only have modern advances in the field of photography made better pictures easier to secure, but they have made the public more appreciative of good pictures and more critical of poor ones. Photographs constitute the most important ingredients in the camp booklet and

merit much more consideration than is often accorded them.

The camp publicity man has four avenues he can follow in securing photographs for the booklet:

- a. He may take the pictures himself.
- b. He may have someone else take them.
- c. He may take some from "stock." (Suitable pictures are hard to find. Besides, he may be duplicating someone else.)
- d. He may have them made to order by a professional photographer.

The first two methods are classed as amateur photography and are not usually less expensive than hiring a professional photographer. Many good amateur pictures are to be had but this source is not to be depended upon. It will pay any camp to engage the services of a professional photographer for several days. Your booklet will not suffer from using the same pictures for several years, with a few additions each year. On the contrary, good pictures used in different arrangements have a certain familiar attraction for returning campers and are new to new campers.

When we have decided to hire a professional photographer to take our pictures we should select one with the following considerations in mind:

- a. He must be skilled in the desired field. (Outdoor photography, etc.)
- b. He must have a human viewpoint.
- c. You get what you pay for. Good pictures cost \$5.00 and up, each.
- d. Have an understanding with the photographer about the maximum and minimum number of pictures he is to take. (75 to 100.)
- e. Make the photographer familiar with the camp. Break down that "just another job" feeling and treat him as part of the staff.
- f. Suggest ideas to him but make few demands for specific pictures.

Your choice of pictures to be used will be easier to make if the photographer has been successful in choosing "photogenic" subjects. Action pictures should be adapted to individuals. A "baseball player" who cannot play is as poor a subject as a "swimmer" who cannot swim. The pictures in your camp booklet are going to compete with the thousands of other pictures which your prospect sees each day and they must be good.

A good picture should tell a story without the benefit of caption. Composite pictures can be made to do this. The photo-essay, a series of pictures with a limited number of captions,

(Continued on Page 29)

# Camping and Mental Hygiene Treatment

By

Olin Murdick

Kellogg Foundation Camps

## I. Why Camping Was Originally Believed to be Generally Good for Problem Children.

**H**ISTORICALLY, camping has usually been regarded with general approval. It represented the good life. It was an antidote to the perplexities of unsolved problems of the new industrial-urban civilization. It was a refreshing substitute for urban society and its accompanying crime, sordidness, social inhibitions, and unhealthful conditions. Religious and humanitarian movements such as Y.M.C.A. and Boy Scouts of America early appreciated the value of camping. The World War and America's preparation for it probably gave an impetus to general recognition of health needs and the desirability of social cooperation which organized camping involved.

The early attempts to investigate the roots of crime scientifically suggested to humanitarian enthusiasts that problem children needed better environment. Clifford Shaw's study in 1929 was an important factor in this respect.<sup>1</sup> The reasoning was that problem children would benefit by the good life which camping provided. What treatment planning existed was very general and vague.

## II. Recent Reaction Tendencies in Camp Therapy Ideas.

In the last few years a tendency has appeared in some circles to be skeptical of the contribution of camping to the solution of the crime problem.

### A. Additional investigation of the roots of crime.

The more recent investigations of the delinquency problem suggest the partial inadequacy of the camp. A study of delinquency areas in New York City produced results not in accord with Shaw's findings, thus casting some doubt on the importance of social deviation pressure as a factor in problem children.<sup>2</sup> Healy and

Bronner in 1936 found such pressures to be relatively unimportant as causative factors in delinquency. Rather it was found that most important as a causative factor was personal emotional disturbance.<sup>3</sup> Not only is it recognized that the delinquency problem is more complex than it was formerly believed to be, but the comparative inadequacy of the traditional camp becomes more and more apparent. Dr. Walter Stone, director of research, Southern Camping Association, indicated in 1936 that at present the camps have no way of knowing, except by the way the director feels about it or by what a few parents say, what behavior changes are taking place.<sup>4</sup> Helen Ross of the Institute of Psychoanalysis, Chicago, speaks against the cure-all idea of the camp: ". . . Sometimes we are tempted as directors to offer camp as a panacea for problems ranging from bed-wetting to lying and stealing. This is an unfortunate attitude because it is not according to the facts of experience, and is not within the realm of possibility. A camp cannot work miracles."<sup>5</sup>

### B. Early tendencies in camp reform.

In reevaluating the camp in respect to the problem of reforming children, the most prominent and commonly made suggestion is that treatment effectiveness depends on counselor personality in relation to individual camper. Dimock and Hendry stress this idea after study of the effect of camping on character.<sup>6</sup> James

<sup>3</sup> Healy and Bronner. *New Light on Delinquency and Its Treatment*. (New Haven: Yale U. Press, 1936.) Out of 105 delinquents studied, 96 presented the causative factors of emotional disturbance, 9 were delinquent apparently because of social pressures such as poverty, poor family standards, lack of supervision, idea of delinquency received from companions, etc. Ch. VIII.

<sup>4</sup> Stone, Walter L. "Behavior Changes Resulting From a Camp Experience." *CAMPING MAGAZINE*, Vol. VIII, no. 8. Nov. '36. p. 9. Conclusions based on 1st 2 years work.

<sup>5</sup> Ross, Helen. "What Can the Camp Contribute to the Emotional Experience of the Child." *CAMPING MAGAZINE*, Vol. X, no. 3, p. 4.

<sup>6</sup> Dimock, H. E. and Hendry, C. E. *Camping and Character*, Chs. 8 and 9. (N.Y.: Association Press, 1929.)

<sup>1</sup> Shaw, Clifford B. *Delinquency Areas*, (Univ. of Chicago Press, 1929.)

<sup>2</sup> Robison, Sophia Moses. *Can Delinquency Be Measured?* p. 216. (N.Y.: Columbia U. Press, 1936.)

L. Hymes, Jr. of the Progressive Education Association emphasizes that camp counselors must be trained for guidance. He suggests that institutional therapists should provide the counseling necessary in effective camp therapy.<sup>7</sup> That the camp situation itself, aside from the skill of the counselor, is therapeutically and generally valuable is questioned by some. Ross says that some cases require individual therapy which a group situation cannot provide. Furthermore, Ross suggests a new role for the camp, that of providing opportunity to observe the maladjusted child so he can be understood for later treatment.<sup>8</sup>

#### *IV. The Camp Therapy Practices.*

Rogers quotes Dr. Chassell's classification of behavior problems and his comments upon the possibility of their treatment in camp as follows:<sup>9</sup>

*First* is the group of children whose problems largely arise from the home situation and are most evident there, but whose social adjustment is already acceptable. Such children respond excellently to camp.

A *second* group he terms the "willing eccentrics"—children with a variety of problems, who have a desire and determination to be accepted by the camp group. Success with this group frequently depends upon whether they have some ability which can be developed, with adult help, into a technique of social acceptability. This may be some athletic ability such as swimming, or merely a gift for clowning, or an abundance of courage and daring.

The *third* group, which he labels the "defensive eccentrics" are those who are so sensitive that they meet the camp situation by withdrawing into themselves, or by a counter attack upon the group. For these he suggests that success in a small or limited daytime group is essential rather than being "thrown helpless into a strenuous twenty-four-hour maelstrom."

The *fourth* group, the very "aggressive eccentrics" with compulsive or sadistic tendencies he feels are doubtful camp risks because they may prove a definite hazard to the other children.

Typical of the kinds of camps run or sponsored by guidance agencies are those listed and

<sup>7</sup> Hymes, James L. Jr. "Training for Guidance." CAMPING MAGAZINE, Vol. 10, no. 1, p. 7.

<sup>8</sup> Ross, *Ibid.*, p. 7.

<sup>9</sup> Rogers, Carl R. *The Clinical Treatment of the Problem Child*, (Cambridge, Mass.: The Riverside Press, 1939) p. 266, quoting Dr. Joseph O. Chassell from his article "Indications for Camp Prescription." *American Journal of Orthopsychology*, Vol. 7 (January, 1937) pp. 82-95.

described briefly by Rogers<sup>10</sup> and here cited: The Cleveland Child Guidance Clinic sent children to Camp Wawokice; Detroit Department of Special Education used Camp Onawama near Flint, Michigan; the Court of Domestic Relations of Franklin County, Delaware, Ohio, maintains a camp.

Westchester County camps indicated by case histories how it carried on guidance functions.<sup>11</sup>

It is quite common for social agencies to send selected children to certain camps with which some previous arrangements for guidance have been made. The usual procedure includes a rather complete social agency report on each boy which is intended to convey to the counselor-in-charge the nature of the boy's problem and suggestions for treatment. That much improvement occurs over the few weeks period is not possible to say. The job of most camp counselors is a rather extensive one; and this, coupled with the fact that few camp counselors have had experience with the more difficult kinds of personality changing which such agency cases often require, means the counselor is probably not able to do as much as would be required in effective counseling. Furthermore, the report system described above is open to question. Even if the reports are perfectly formulated—scientific, orderly, and to the point—it is questionable that a counselor by this report and four weeks' association with the boys could be equipped with enough knowledge of the case to be able to proceed intelligently. Some of the agencies, indeed, look upon the camp as an opportunity to observe the boys so that further knowledge of their problems can be had. Although it seems dubious that the further treatment of all the boys depends importantly on the greater knowledge which observation at camp would yield; for many cases probably, the problem is well enough known to those who have worked with it first hand.

#### *IV. The Camp Integrated with the Psychiatric Clinic.*

As an improvement on the report system of camp guidance and therapy just described, there is a tendency to make camping a direct and integrated part of the treatment planning of the psychiatric clinic. Dr. Robt. A. Young, Psychologist, Massachusetts General Hospital, Boston, describes such a plan in practice. He

<sup>10</sup> Rogers, *Ibid.*, p. 261.

<sup>11</sup> Scott, Cecil Winfield. "Guidance in Westchester County Camps." *Clearing House*, Vol. XI, May, 1937, pp. 547-550.

found that the Clinic with which he was associated was using camp resources with results not particularly satisfying, "although the clinic conferred with the agencies concerned preparatory to the child's going to camp and kept in touch with his progress while he was there." He found that the camp experience improved many, was ineffective with many, and harmful to some. As a result of these findings the Clinic set about establishing its own camp in which direct understanding of each case was possible and where grouping could be homogeneous as to problems. The outstanding outward problem was that of inability to cooperate with others for mutual benefit.

The criterion by which Dr. Young selected children for camp was as follows:

1. Know the child's problem well enough to feel camp is a logical treatment step.
2. The counselor-child rapport great enough to make use of the friendship opportunity the camp offers.
3. Child must have some insight into his problem. (exceptions: "Children who need the experience of living away from the family circle in order to become aware of their problems and also those children for whom it is desired to strengthen the patient-therapist relationship through the informality of the camp association. . .")

The types of children who seem to benefit particularly from camp treatment are reported by Dr. Young as follows:

1. Those who need habit training.
  2. Those whose problems are matters of unsatisfactory relationships with other people, who need practice in group living to make the "modifications and adjustments suggested by the clinical study."
  3. Those who need to develop self-reliance and independence from home.
  4. Children whom it is desirable to observe 24 hours a day in a variety of situations in order that a clearer formulation of their problems may be made.
  5. Those who need the camp experience to make them more aware of their problems.
  6. To strengthen counselor (therapist)-child relations for further treatment.
- Dr. Young stresses that the group living experience must be planned on an individual basis, perhaps graded to meet each different level of socialization. Such children cannot be thrown into any group situation or without

specialized help. On the other hand to ignore a child who is not participating is just as harmful as to push a child into a social situation before he is ready for it. It is pointed out that social approval or disapproval are often stronger influences on personality than clinical psychiatric discussions, but the group situations must be controlled.<sup>12</sup>

Aichorn's description of problem children and their treatment includes situations of successful treatment comparable to a camping situation in that therapist and children lived together and the work of the camp was more or less the direct responsibility of all the individuals.<sup>13</sup>

A comparatively recent recognition of the mental health value of the camp situation is in the University of Michigan Speech Correction Camp, Shady Trails. According to the explanatory leaflet on the camp an atmosphere of ease and comfort is possible in the homogeneous and isolated camp situation that is not possible in ordinary society or school.

#### *V. A Word For Humanitarian Enthusiasm.*

A current tendency in some thinking on the problem of crime prevention and treatment of personality maladjustment involves quite a formidable skepticism of humanitarian enthusiasm as expressed in such movements as camping, boys' organizations, and some movements which have carried over from the 19th Century humanitarian emphasis. The skepticism has been based on the fact that such movements often work on problems unscientifically. It is granted that scientific technology is necessary to effective social work. However, the important need today is for continuing, growing social enthusiasm for the solution of the problems with which social work and the mental-hygiene movement attempts to deal. Social enthusiasm and interest are the key by which scientific technology obtains access to the social problems.

<sup>12</sup> Young, Robt. A. "A Summer Camp as an Integral Part of a Psychiatric Clinic." *Mental Hygiene*, Vol. XXIII, April, 1939, no. 2, pp. 241-256.

<sup>13</sup> Aichorn, August. *Wayward Youth*, (N.Y.: Viking Press, 1935) Ch. 8. "The Aggressive Group."

**NATURE COUNSELOR:** Young man enrolled in college curriculum of Nature Education desires position in private camp. Five summers' camp experience. Besides nature, can teach campcraft, woodcraft and riflery. Holds Red Cross Certificates for Senior Life Saving and First Aid. Address Box 72, Personnel Referral Service, THE CAMPING MAGAZINE, Ann Arbor, Michigan.

# The Camp Program Through The Eyes of a Kinesiologist

By

**Elizabeth Powell and Christine Schwartz**

IT HAS been said that you cannot expect to shape yourself in fifteen minutes of knee bending each morning, nor in week-end sports, nor even in three daily meals, but that every living movement has its own significance in relation to body form and function. Neuro-motor development depends upon the way in which the individual moves and rests his arms, legs, and backbone. What an important part, then, two months of camping may play in a youngster's life! He may be aided in performing daily tasks efficiently and with benefit to the growing structures, or he may be hindered. In his new environment he may be encouraged to cultivate desirable habits of movement and posture, or he may acquire undesirable habits. Which will it be in your camp?

From the point of view of opportunities for physical development there are assets and liabilities in every camp. A thoughtful survey of the situation shows that with a little ingenuity it is possible to take advantage of the assets and minimize the liabilities so that the net effect upon the campers will be favorable.

An easy, erect standing or sitting position is one of the fundamentals that is associated with economy of effort and readiness for action. The very freedom from the loads of civilization, the joy of congenial friends and occupations, the example set by wise and attractive counselors, and the confidence that comes from skill in big muscle activities make it relatively easy to achieve good habits of posture and movement. At flag ceremonies, at the table, in swimming, diving, rowing, canoeing, and hiking, during rest periods, while singing or playing a musical instrument, and during evening programs—there are endless opportunities to cultivate the sense of poise and an appreciation of it in other people.

If a child tends to slump and sprawl he may be the victim of fatigue. Perhaps extra rest and foods rich in vitamins will solve the problem. Perhaps the camp furniture is at fault. Are all

sizes of children expected to use tables and chairs built for adults? Are the shoulders hunched and rounded as the children work in the crafts room? Are suitable desks provided for writing letters or do the children have to write as best they can in a cabin? It is typical at most large camps for the campers to sit on the floor during assemblies. Most of the sitting positions are conducive to round backs, lateral curves, and forward heads. It is possible, however, to persuade most campers to sit erect with flat scapulae and spine straight.

Camp clothes can be a very detrimental factor in posture. Bloomers or shorts sometimes through necessity are suspended by protruding tummies. Newly purchased as well as "handed down" camp clothes often do not fit well. Tight clothing does not allow the necessary freedom of movement, while baggy loose clothes may give the child a laggard feeling which will be reflected in his posture. On the other hand, trim, good-looking, well-fitting clothes may be a continual stimulus to good posture. Care must be taken with shoes and stockings too, providing adequate support, especially for the pronated foot, and avoiding shoes and stockings that are too short.

On a hike through wooded country, the campers can be shown how to move their legs freely from the hips, how to incline the weight of the body forward in proportion to the speed of locomotion, and how to get a good push-off from the rear foot. With any group, a good hiking song is of great value in getting the feeling of rhythmic and therefore economical movement. But the rhythm must be adapted to the size of the campers—little leg pendulums swing faster than big ones! With the youngest children the words of the marching song can bring in the elements of correct walking, for example, putting the heel down first (except over rough ground), toeing nearly straight ahead, using all the toes, avoiding unnecessary bobbing up and down or sideward, swinging

(Continued on Page 31)



# The Ranch Camp Adopts A Wild West Movie Project

By  
**Bruce G. Lynn**

**W**HAT? A real Wild West Movie taken here at the Ranch? Gee! May I be the hero? Do we get mustaches and beards? Such were the exclamations from the girls when the production of a Wild West Movie was announced at the campfire circle at The Parkhill Lazy B Ranch at Beehive, Montana.

Activities at this western ranch camp in general center around the use of its natural setting in the valley of the Stillwater River in southern Montana. Many an hour is spent in the chair-like comfort of the western saddle, as the horses climb high along the narrow trails into the snow-capped Beartooth Mountains. Besides the use of the grassy level spots along the banks of the roaring mountain river for baseball diamonds, tennis courts and the log recreation hall for crafts, tap dancing and dramatics, it occurred to some of the administration that the setting was perfect for a project which would involve every member of the Ranch in it—A Wild West Movie.

It has often been said that one of the best things for the morale of a camp is an undertaking which will involve everyone working for a common goal. Activities which test individual achievement have their place, games which involve one group against another get fine spirit,

but here was a chance for everyone, from the most backward nine-year-old girl to the director herself, to join in. Every girl would feel herself indispensable in the completion of an idea which at one time or another has been her secret ambition—to be in a real honest-to-goodness movie.

The idea caught immediately, when the plans were announced one evening at the campfire, of taking a real movie with a premiere showing at the final banquet back at Flathead Lake Ranch. There was a general murmur of anticipation when the ranchers learned everyone was to have a part, whether it be acting as second assistant in charge of holding the floodlights or playing the part of Elmer, the Hero.

The best way to keep interest and enthusiasm was to have everything well planned ahead of time. A scenario had been written by the movie directors, one of whom had a camera and had some experience with amateur movies. It embodied the story, the properties necessary, and the general idea for each of the shots. In this way no time would be wasted "on location" while the chief cameraman tried to figure out the best way to show Briarpatch, the handsome ranch foreman finding a mousetrap in his bedroll.



**Donning Whiskers and Grease Paint**

As a substitute for the screen test of the movies, general tryouts for the actors were held in the recreation hall. Those who especially desired parts on the production staff, such as Art Director or Chief Electrician, gave their preference to the Director. Finally, one Sunday evening the list of the entire cast and production staff was posted, with directions to report at the "General Store" set at 9:00 the next morning.

There gathered on the steps and around the General Store set, really the entrance to the dining hall, the ranchers got their first instructions. By borrowing a few supplies from the kitchen and a few signs from the camp store, the set had been completed earlier in the morning, even down to the traditional "cracker barrel."

Everyone became uncommonly quiet as the Director unfolded to them the story of Elmer, the little know-it-all from the East, who came out West to visit his Uncle. The story was laid with the Ranch as the background, and as with the General Store, the Ranch buildings were

worked into the story of the Diamond P Ranch. Elmer makes a general nuisance of himself and plays all kinds of tricks on the cowboys on the cattle round-up. Briarpatch, the Ranch Foreman, who has been on the wrong end of more than one of Elmer's tricks, finally gets an idea and as it appears on the speaking title "a la silent movie days"—"Mebbe if the brat was scared bad enuf, he'd hit fer home." In their desperation they get Potlikker, the local dance hall operator, to act as Hank Plummer, the bad man of the West, in order to frighten Elmer. At the right moment Potlikker is to stage a fake holdup at the Dance Hall. Everything works smoothly until the real Hank Plummer unexpectedly walks in on them and almost scares them out of their fake mustaches and grease paint. It is now time for Elmer to come through and save the day. Using his trick water squirting flower, he completely out-wits the desperado Plummer and wins the \$5,000.00 reward. Of course, this is just the amount to pay off the mortgage on the Ranch, so the story ends happily with Elmer the hero.



On Location

After this general meeting, it was of course necessary to arrange the movie shooting schedule so that only a portion of the Ranchers would be working at one time. In this way they could take part in the other ranch activities. The Directors also felt it would be best to confine the entire project to three days, with the grand finale on the evening of the third day. On this evening everyone on the Ranch was to be used in some way or other in the shooting of the Dance Hall scene.

Perhaps some ideas for future camp "story" movies could be obtained from a short sketch of the way the various scenes were taken. After shooting the necessary scenes at the General Store, the movie company switched its operations to a real buggy with two ponies hitched to it. Standing on the trunk rack of one of the Ranch cars as it went along the road, the Chief Cameraman got fairly presentable pictures of Elmer and Briarpatch being "whisked" off to the Ranch from the railroad station at Cactus Junction.

Tuesday afternoon found the company "on

location" in the Canyon across the Stillwater River, beside a large covered wagon. This was the cattle roundup scene complete even down to the cattle branding irons. The camera kept grinding away while the girls acted as manly as possible, roped and branded the calves most realistically. The operations almost came to an end when Briarpatch, the supposedly rough and tough Ranch foreman, got cold feet and decided "she just couldn't stand to brand the poor little calf." Finally she was convinced she must swallow her feelings for the good of "Parkhill Productions" and the shooting went on as scheduled.

Meanwhile the property department had been preparing the Dance Hall set, which was really the Recreation Hall. They went to the nearby town of Absarokee and going from one store to the next they gathered signs, bottles and suggestions from astonished proprietors. On Wednesday evening the bulletin board read "Entire Company report at Potlikker's Dance Hall set at 8:00." One looking into the Recreation Hall would have seen a very realistic

western dance hall. At the sides there were tables with old candles in the tops of bottles, the tallow dripping onto worn playing cards below. At one corner table was a lone cowboy reading a torn western magazine. A sign on the wall read "Jake Schwenker, for Sheriff—He's a square shooter." Another advertised the Red Lodge Rodeo. Even a penny pinball machine graced the top of the counter, behind which stood Potlikker, the proprietor, beard and all.

Behind the eight flood and spotlights sat the cast in camp chairs, their names printed on cards attached to the back of the canvas.

As the film progressed, the Chief Electrician yelled orders to her crew holding the lights. Between shots the property "men" ran hurriedly on and off of the set, making changes as called for by the scenario. Everyone, from the stars to the light holders, mentally transferred themselves to a real Hollywood studio and the spell was only broken when someone yelled, "Hey, it's after midnight. How did the time go so fast"? Finally the last shot was taken and the shooting of "Elmer Goes West" was officially over.

The next day the show was the topic of conversation generally. Everyone took up the idea of calling the cast by their movie names and Elmer, Briarpatch, Potlikker and the others were substituted for the real names. In general,

#### **Elmer Kicks the Gun from Hank's Hand**



**Holdup Scene**

it was plain to see that everyone was excited about their attempt as real movie producers.

Within three weeks the World Premiere was to be held back at Flathead Lake Ranch in Northern Montana. The premiere was to be combined with the final banquet, as a climax to the happy summer on the two Ranches.

During this period the film was sent in for processing and returned to the Directors. Titles and speaking sub-titles had been made ahead of time by the Art Director and ran something as follows: "Parkhill Montana Ranches presents 'Elmer Goes West'—A Parkhill Production." Then the cast was presented, followed by the names of each member of the Ranch and her job with the movies. After a few days of cutting out unwanted parts of the

film, it was spliced together with the titles, ready for the premiere performance. The girls were now back at Flathead Lake Ranch after their visit to Lazy B.

After the formal banquet, souvenir programs for "Elmer Goes West," inviting everyone to the premiere, were given out. A microphone for introductions of so-called celebrities was set up in front of the large pine-log lodge. To the right of the doorway was a  
*(Continued on Page 28)*

# Evidence of Success in Developing Health at a Summer Camp

By

**James A. Wylie**

Supervisor, Physical Education

Boston University

Director, Camp Waubeka

THERE was a time, not too long ago, when parents and camp directors seemed to feel that if children were placed in summer camps good health would result inevitably. Today the informed parents and directors hold no such naive faith in summer camps. They believe that camp is an ideal setting, but that good health development will come only from planned effort. For "health is a manufactured article—as much so as any fabric of the loom or workshop; and . . . generally the how much or how little health any man shall enjoy, depends upon the treatment of those who manage his infancy and childhood . . ."<sup>1</sup> Today, therefore, camp directors must include in their program a plan of education for health which will supersede all other aims.

There can be no question that health development is of major importance to parents and children. This has been amply substantiated by the findings of such authorities on camping as Dimock, Gibson, Hendry and Sargent.

A recent issue, December 1938, of the *Phi Delta Kappan* with its emphasis on health for summer camps turned the writer's mind, once again, to an interesting statement made some eight or nine years ago by Sanders. The statement was then and still is today a challenge to anyone working with children in summer camps.

"There has been a tendency to assume among both parents and camp leaders that the mere fact that a child is in camp is proof sufficient that his health is being benefited, his physical stamina increased."<sup>2</sup>

Such a statement strongly implies not only that a child might fail to improve in health but that he may even decline in health during a stay at camp! Few camp directors, today, can claim or report to parents on the basis of valid, objective information that they return children in

better condition or health than they arrived in camp. This is due, fundamentally, to the fact that few camp directors are using accurate measures of health.

There are many ways to react to a challenge of the value of any job, but chief among these are (a) to ignore it completely, (b) to agree that it may be significant but do nothing about it, and (c) to accept the challenge, inquire into its implications and really do something about it.

The writer frankly confesses that his first reaction to Sanders' statement was that he was probably right but that it was "pretty far-fetched." This inertia was removed, however, when the following statement by John Dewey, was read:

"To profess to have an aim and then neglect the means of execution is self-delusion of the most dangerous sort. When we take ends without means we degenerate into sentimentalism. In the ideal we fall back upon mere luck and chance and magic or exhortation and preaching."<sup>3</sup>

In our minds there could be no greater challenge to the value of our work than expressed by these two men. Constantly our thoughts returned to the ever-important question: "are we really affecting the health of our campers in a positive way? Can we honestly report to parents that we have improved their children and to what degree?

Up to this time our only measure of health had been a physician's examination at the beginning and the end of a boy's stay at camp. His estimates of improvement or decline were derived from examinations of the heart, lungs, blood pressure, skin, hernia, etc.—the usual medical examination. Any deviation from the normal was noted and recorded. This done, the camp doctor then usually forgot all about the boy for the remainder of his stay at camp until

the departing examination, except for possible occasional treatment for sunburn, cuts, etc.

The findings of the two examinations might then be compared to discover what improvement in health had resulted. Naturally the two types of examination conducted would make it very difficult, if not impossible, to discover any changes in the individual. Of course the boy, because of his environment and activity, would have many more cuts, scratches, bruises, etc., than when he first came to camp. If the camp doctor were to consider such data, then he would undoubtedly be inclined to estimate that the boy was now in poorer health than when he arrived. But is this necessarily so?

The bare statement of this haphazard method of measuring health reveals its inefficiency. It seems hardly more accurate than mere guessing. In the light of professed objectives it seems a most serious deficiency of summer camps.

Thus, a change in health testing technique was indicated as a first prerequisite to any reliable approach to the problem of affecting or determining improvements in health in our camp. In approaching this problem the first important step is the selection of a valid and reliable measure of health. By health is meant:

"That condition of any living organism including its parts and functions which conduces to the greatest amount and highest quality of purposeful activity." (4)

The term "physical fitness" is meant to be synonymous with physical health on which mental health chiefly depends.

After canvassing the field of health measurements available for use outside a medical laboratory it was discovered that the only serviceable test possessing established validity, reliability, objectivity and possessing an adequate set of norms, was the Physical Fitness Test from which is derived the P.F.I.<sup>5</sup>

These P.F.I. tests are seven in number. They include measures of lung capacity and the strength of each forearm, back, legs, upper arms, and shoulder girdle muscles. The use of carefully calibrated instruments, standardized techniques of testing, and mathematical scores make them highly objective and reliable. It requires about ten minutes to each pupil to take all tests including height and weight, and about a minute per pupil for corps of testers to administer the entire battery.

This series of tests yields a "Strength Index" which is a crude measure of physical power. This index is then divided by a norm to de-

termine the individual camper's Physical Fitness Index. Since there is a different norm for every combination of sex, weight, and age each pupil is compared with a mathematical standard and not with any other pupil. The temptation to unsocial and unhygienic rivalry between pupils is thus discouraged and otherwise reduced to absurdity.

During the summer of 1932 this test was administered merely to gather data for a survey.<sup>6</sup> Of course no one could anticipate the results, nevertheless the work was begun with an eager anticipation.

#### *Results of the Survey*

The results, in brief, of the summer camping program as revealed by the P.F.I.'s of the one hundred and forty boys tested were as follows:

- (1) One hundred and five boys increased their scores, showing that they had an increase in physical fitness or capacity for physical activity, as a result of their stay at camp.
- (2) Forty-one of these boys increased their scores from below normal to normal or higher.
- (3) Thirty-one boys declined in physical fitness.
- (4) The median P.F.I. gain was from 106 to 114 or an average gain of 8 per cent.

Even this cursory analysis of results is startling; for it reveals that while important average gains were made our health claim was not valid for a great many individuals, since at least twenty per cent of the boys actually declined in health during their stay at camp!

These results were both pleasing and disappointing in some respects. When averages were considered the results pleased, for at that time eight per cent improvement seemed very significant. Most disturbing, however, was the fact that one-fifth of the boys declined in health. During what part of their stay did the decline occur?

It was soon discovered that answers to these questions were not available due to the fact that we did not have a sufficient number of tests for each boy during his stay at camp. He had been tested only when he arrived and again when he left camp. "Light dawned"; and it was realized that there was little value to the testing program unless something was done about the results while the boys were still in camp. This suggested that the testing should be done every two weeks. In this way it would be possible to discover what health changes were taking place while the boys were still in

camp. If any boys were declining in health the discovery would be made soon enough to make the necessary adjustments to alter the program to meet their needs.

The survey showed that an important job remained to be done. It was common knowledge that many boys improved in health while a great many others declined. The real aim of the follow-up services was to discover why certain boys lost during their stay at camp. Once this was discovered, the needs or difficulties to be met were known and the boy profited by his stay in camp. In the case of the other boys it was important to see that each got the maximum benefit from his stay at camp. If he didn't, why not?

#### *Report of Progress in Health Development Since 1932*

Two methods of reporting progress are used here. The first deals with all the boys by means of averages. In other words it is a picture of the value of the camp to the boys as a group. This type of report, however, tends to smooth out the extreme scores which are so very important.

The second is a method of reporting, with an individual graph, the history of each boy. This graph shows when, the nature, and the size of changes made. In this article there are but three cases reported in this manner. It is obvious that this is necessary due to the fact that sufficient space is lacking for a report on thirteen hundred boys!

#### *The Effect of Camping on the Health of All the Campers*

The effect of a stay at Camp Waubeka has changed steadily and very considerably since the measurement program was initiated in 1932. These changes may be readily observed by referring to tables I and II.

Table I shows by years, with the exception of 1932, the percentage of campers who improved in health, classified according to the year they attended and the length of stay. It shows very clearly that those boys who remained in camp two and four weeks had the highest rate of gain. This is due fundamentally to three things:

- These campers previously had a very low percentage of gain in other summers and therefore had "plenty of room" for improvement.

- The camp leadership, through constant experimentation, had learned much regarding the value of specific activities and what to expect from different P.F.I.'s When this knowl-

edge was applied immediately the incidence of failure was greatly reduced.

- The boys who remained in camp but two or four weeks were generally those boys who needed camp most.

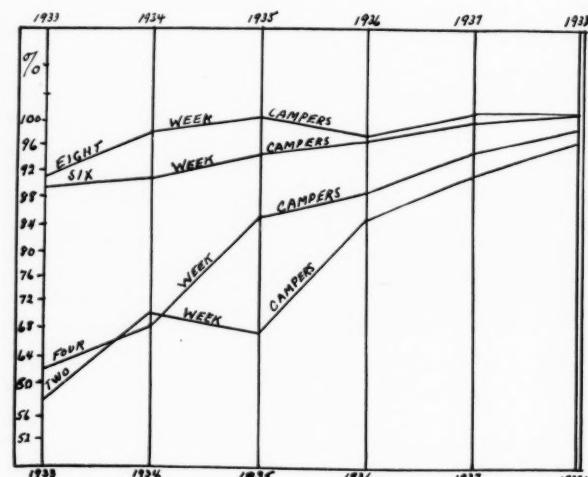


TABLE I. THE PER CENT OF CAMPERS WHO IMPROVED IN HEALTH ACCORDING TO THE YEAR THEY ATTENDED AND THEIR LENGTH OF STAY AT CAMP

Table II shows the average number of points in P.F.I. gained by campers according to the year they attended and the length of their stay. This table shows so clearly the average gains made by campers during their stay that there is no question that the longer a boy remains in camp the more he will benefit. This is certainly true of any period up to an including an eight week stay. It has been discovered, for example, that boys remaining in camp eight weeks last summer, gained, on the average, eighteen points more than those who remained but two weeks; ten points more than those who remained four weeks; and six points more than those who remained six weeks.

Table II shows very definitely that the experimentation at Camp Waubeka (and this is true of several other camps, both private and institutional) fails to agree with a statement made by Sanders:

"...the data indicated that the longer children remained in camp the more likely to become ill."

However it is true that the camps studied by Sanders did not have a planned health program similar to the one being discussed.

It is now a well accepted fact that, as a result of health measurement by means of valid,

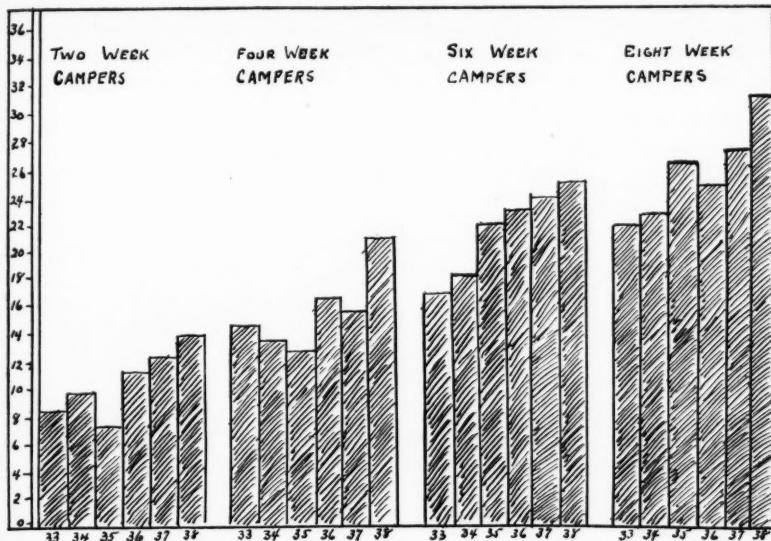


TABLE II. THE AVERAGE NUMBER OF POINTS IN PHYSICAL FITNESS GAINED BY CAMPERS DURING VARIOUS CAMP YEARS ACCORDING TO THE LENGTH OF STAY AT CAMP

objective and normed tests one can honestly say that an eight week stay in a summer camp, having a planned health program, is far more advantageous from the health standpoint than any shorter one.

#### *General Program Adjustments Since 1932*

The following program adjustments affecting the health of the campers, have been made year by year and finally have been permanently incorporated into the regular camp program.

The adjustments are listed by years to show the gradual growth of the program. Of necessity, each adjustment mentioned is given in very brief, outline form.

1933 a. Every boy was tested each two weeks.  
b. Hikes, both day and overnight, were organized carefully so that boys in good condition, with high P.F.I.'s, took the longer ones and those in poor condition, with low P.F.I.'s, took the shorter ones or remained in camp for some other program.

1934 a. All athletic teams were equalized in strength to increase interest in games and to better develop favorable social qualities.  
b. All boys were grouped into one of three Strength Index divisions to equalize competition in such individual sports as track and field events, swimming, boat racing, etc.

1935 a. Considerable emphasis was placed upon "the health of the individual camper." Also, at this time we still believed that all campers should participate in almost every phase of the program unless otherwise excused. This last feature was discontinued before the 1935 season was completed.

b. The swimming periods were shortened to twenty minutes for each morning and afternoon swim on moderately warm days; and were more greatly curtailed on colder days. On very warm days extended swims were announced as a special feature. In such cases other activities were curtailed considerably.

1936 a. Great emphasis was placed upon the need for general, extended rest periods.

b. Rest periods were formally announced at stated intervals for those who had special rest needs.

c. Special exercise "clubs" were formed for those who needed individual exercise.

1937 a. Much emphasis was again placed on rest periods. The evening retiring hour was set for a definite time regardless of the activity for the evening.

b. Extra meals of milk and crackers were given in the mid morning and afternoon for those who needed them.

c. Careful dietary adjustments were made at meal time for those who needed them.

d. Special activity clubs were formulated for those who were unskilled in sports and those who were very weak in physical strength.

e. Special rest periods, odd jobs, and handicraft programs were assigned to boys who showed possibilities of becoming "too fine" physically.

1938 a. The sports activity program was cut to one half that of the previous years.

b. The activity period was given at the time of the day best suited for it; that is, the heat of the day was considered in particular.

c. The program included more craftwork projects.

d. The training table was maintained for overweight boys under the guidance of the director, the physician and an interested leader.

e. Much of the "heavy competition" was eliminated from the activity program. A great deal of emphasis was placed upon playing the game for enjoyment regardless of the score.

f. Very close observation was given to campers having special individual needs for ex-

ercise, diet, emotional adjustments and medical care. Programs were carefully developed for each.

Undoubtedly there will continue to be many changes in the general camp program that will leave marked effects on the health of the campers.

Necessarily the greatest need for development of the camp program will be with those campers who remain in camp for short periods. These are *usually* the less-privileged boys who need to get the very most for their camp dollar.

Our records show that the camp program has been sufficiently improved so that the percentage of campers gaining in health increases steadily. (See Table I.) For example take the case of the two-week boys. In 1933 only fifty-eight per cent of these boys improved in health while in 1938 ninety per cent improved. Boys remaining longer periods of time had corresponding increasing gains. This is true despite the fact that the other groups had higher fitness when they entered camp. The most important feature, however, is that all boys should gain and that their gains should suit their needs. Oftentimes it is considered essential that a boy, with *too high a P.F.I.* (see case No. 3) reduce it to a point where it better suits his needs.

Somewhere and somehow there are means to increase and multiply these benefits, shown in Table II, especially for the two- and four-week campers. We need not greatly concern ourselves with the longer-stay campers, for it seems that these boys reach a satisfactory level of physical fitness. The goal to be constantly striven for, the goal which often seems near and yet seems ever to slip through our fingers with each change of campers, is a season in which everyone gains in health.

#### *Individual Case Studies*

The most intriguing part of physical fitness testing and building a health program is the follow-up work on individual cases. Now, many campers who have been moderately active, and who have been properly guided in camp improve twenty-five to thirty or more points in P.F.I. during their stay at camp. On the other hand some boys show discouraging declines. Some fail to improve more than just a few points. *But to the director each camper should be an individual problem to be dealt with in terms of his needs and rejudged and requided according to his scores.*

Many campers have their "ups and downs"

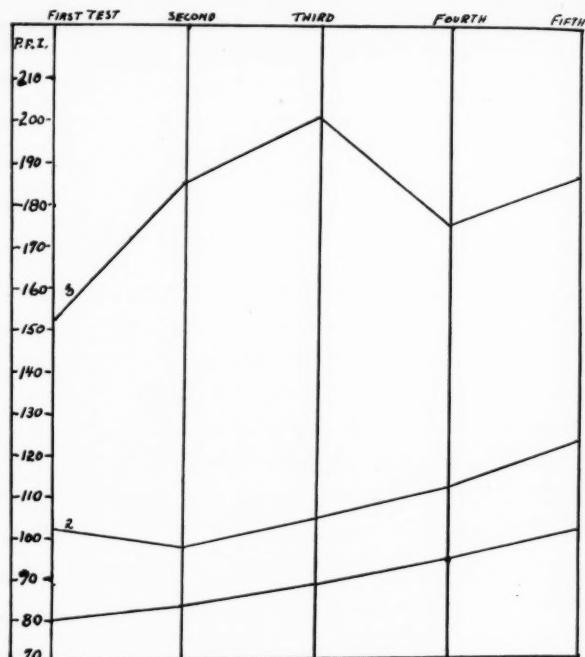


TABLE III. THE EFFECT OF A STAY AT CAMP ON INDIVIDUAL BOYS ACCORDING TO THE LENGTH OF TIME THEY REMAINED IN CAMP

while at camp, just as they do at home. In Chart III one can follow the health changes of three individuals during their stay at camp. These cases are representative of hundreds that have been studied, not only at Camp Wau-beeka, but in thirty or more private and institutional camps.

#### CASE NO. 1

Age 12 years, 11 months

P.F.I. 80-83-89-94-101

This boy, according to his physician was underweight. His weight was thirteen pounds below the "normal" despite the fact that his parents were able to, and did, "set a fine table." His poor nourishment was the parents' fault only because they permitted the boy to be fickle in his eating. The leader in charge of the boy's table was instructed to make every attempt to discourage this fickleness by balancing the types and amounts of food the boy ate. It was discovered later that many of his food dislikes were not real but rather a means of calling attention to himself. In addition to this controlled diet, he was given a mid-morning and afternoon lunch of crackers and milk.

During the first two weeks he gained only one pound; the second period he gained three pounds; the third period he gained three pounds; and the last period three-and-three-quarter pounds. When he left for home he was eating "like a man." His boast to his home was that he was "eating everything." But the fact that he was "eating everything" was not all-important. What really was

(Continued on Page 27)

# Kitchen Kinks

By

**Frank E. Zuckerman**

Director, Stissing Lake Camps

THE following ideas have been tried out by me at Stissing Lake Camps and they are passed along to other camp directors for what they are worth. It is my hope that other directors will send in suggestions along this and other lines, so that all of us may profit by each other's experiences.

*Ice Cream.*—At Stissing we do not serve bulk ice cream. I find that it is not much more expensive to serve ice cream bricks and individual novelties such as Dixie Cups, ice cream sandwiches, mello-rolls, ice cream on a stick, etc., and it is quicker and positive that each camper gets the same size portion. The bulk ice cream is seldom of the right consistency. It is either too hard or too soft, because few camps have electric refrigeration for ice cream. A portion of brick ice cream (cut ten) costs 3.75c. An individual portion of ice cream in novelty form costs 3.33c (40c per dozen). True, this is more expensive than bulk ice cream, but the time saved in distributing gives my baker additional time for his work. There is also less breakage of crockery.

*Crackers.*—We always have a variety of saltines, oysterettes, etc., on hand. We serve these not only with our soups, but with our meat and fish courses. Crackers cost more than bread, but children will eat crackers when they will not eat bread. My experience has been that we save when we serve crackers. Some campers will not eat bread with their meat and potatoes, but they will munch on crackers during this course.

*Safeguarding Cutlery.*—One of the bane of camp directors' existence is the high mortality of cutlery. It is difficult, yes, nigh impossible, to avoid the loss of teaspoons, forks, etc., when the dishes and cutlery used are brought to the dish washing table along with the paper napkins, etc. We have reduced this loss to a minimum, I can safely say to practically nothing, by the use of a ten inch bread baking pan (about 4 inches deep, cost 15c) which each of our young waiters is given. The campers at the table assist the waiter by putting the silver-

ware into these pans and this precaution makes more certain that the silverware is put into the proper dish basket, with the resulting saving of cutlery.

*Platter Service.*—Stissing Lake has platter service for its campers. I do not intend to discuss the comparative advantages of platter vs. individual service, but I find that individual service to counselors after they have attended to their campers' needs is preferable. It avoids (1) speedy, careless service to the campers by the counselors, so that the counselor may have his food while it is hot; (2) "Unconscious" selection of the best and biggest portion for the counselor; (3) Forgetfulness to help younger campers cut their food, and attention to table manners; (4) Objection that the counselor does not get an adult size portion for himself or herself. The waiters are told by each counselor when to bring in their individual service after the counselors have attended to their campers. Our experience has been that counselors of the older children do not avail themselves of this service, so it is not much additional hardship on the kitchen staff.

Incidentally, for our parent visitors we serve the roast as individual service, but the various vegetables are served on platters. I find that there are so many parents on diets, and "allergic" to this and that, that platter service of vegetables is a saving.

*Cold-Cut Luncheons.*—Once a week we serve a dairy cold cut luncheon. In camps where the dinner is served at noon, this type of meal can be used in the evening. (See article on "Meal Mechanics" in February, 1939 issue of CAMPING MAGAZINE.) This dairy meal consists of fruit juice, sliced cheeses, sliced smoked salmon (this can be procured already sliced) cream cheese, jelly, peanut butter, graham crackers, tomato and lettuce salad, chocolate milk, cake, and fresh or canned fruit. It is a very popular meal for a warm day. We do not discourage the making of sandwiches.

(Continued on Page 31)

# Book



# Corner

### New Quantity Recipe Book

A new book—"Quantity Recipes for Quality Foods"—has recently been published by the Evaporated Milk Association, 307 N. Michigan Ave., Chicago, Ill.

With the assistance of the Home Economics Department of the University of Chicago and the Department of Institution Management at Michigan State College, recipes were developed especially designed for those engaged in the preparation and service of food in quantity. The recipes—198 of them—are low in cost and for 50 or more servings. The booklet is free.

### Wild Animals (Great Wild Animal Stories of Our Day.)

Compiled by Frances E. Clark (New York: The MacMillan Company, 1939) 335 pages, \$2.50.

A grand collection of animal stories, ideal for use in camp, by outstanding authors and authorities of the present day. Not all the items are stories, some are essays, but all are interesting and well worth while. The selections are in no respect juvenile, but are suitable for all ages. An A-1 book for the camp library.

### The Pulse of the Pueblo (Personal Glimpses of Indian Life.)

By Julia M. Seton (Santa Fe, New Mexico: Seton Village Press, 1939) 249 pages. \$2.00.

Insights into the true nature of the Indian of today and the past fifty years, uniquely presented by one who has gained the confidence of many an Indian and thus has been privileged to look behind the mask that always covers the soul when white men are near. Short incidents, little episodes, personal experiences—one to each brief chapter—comprise a pleasing and informative volume. There is a light, gossipy quality, a certain quaintness, a folksiness that seems to come from within tepees and the wigwams rather than from a white pen. Many of the experiences are obviously those of the author's husband, Ernest Thompson Seton, and are in his characteristic style. It is altogether good reading for those who lead in the outdoor way.

### Saranga, The Pigmy

By Attilio Gatti (New York: Charles Scribner's Sons, 1939) 226 pages, \$2.00.

A juvenile story of the pygmies of Africa based upon material obtained by the author as commander of the Gatti expeditions into that country. Woven into the story with its feel of the jungle is a wealth of information about the animals of the area—monkeys, leopards, elephants, bongos, etc. It is strikingly illustrated by Kurt Wiese.

### Give Me a River

By Elizabeth Palmer (New York: Charles Scribner's Sons, 1939) 152 pages, \$1.75.

A children's story depicting life on the Saint Croix River in the territory of Minnesota years ago, built around the lore of rivers and the old river steamers, with a touch of the songs of the lumberjacks.

### The Complete Swimmer

By Harold S. Ulen and Guy Larcom, Jr. (New York: The Macmillan Co., 1939) 224 pages, illustrated, \$3.00.

A text for the beginner in swimming, the competitor, and the coach, treating all phases of the subject from learning to swim to perfecting strokes for racing. All phases of diving are treated and there is a chapter on women and swimming. Mr. Ulen writes out of experience as a coach and Mr. Larcom as a competitor.

### Modern Basketball

By Lon Jourdet and Ken Hashhogen (Philadelphia: W. B. Saunders Company, 1939) 165 pages, cloth, \$2.25.

The fundamental techniques of basketball together with coaching suggestions set forth clearly and understandably by two intercollegiate coaches. Illustrated by diagrams and photographs. The appendix contains drills and scoring plays.

### Camping Policies

By James E. West (New York: Boy Scouts of America, 1939).

This booklet is a report of a Round Table Discussion of Troop Camping made at the National Training School of the Boy Scouts, together with statements made by the Chief Scout Executive at the National Staff Conference and the Division of Operations Conference regarding camping policies of the Boy Scouts. After discussion, Dr. West's statements were approved by the delegates to the conference.

### Textbook of Dendrology

By W. M. Harlow and E. S. Harror (New York: McGraw-Hill Book Company, 1937). \$4.50.

A textbook designed primarily for forestry students which treats the more common groups of North American trees and illustrates each with the species of greatest importance. This selective aspect contrasts it with the usual encyclopedia treatment characteristic of most books in the past, and presents a treatise that students may hope to master. Emphasis is placed on trees of commercial value. There are no detailed keys but instead, tables covering family or generic characters.

## Etchings With Aluminum

The thrill of making etchings is soon to appear in the form of a hobby, principally because of the fact that there is now available a simple, inexpensive press and kit with which even beginners may in short order produce pleasing examples of their work.

The new hobby has every feature that a craft should have. It encourages creative instinct, and at the same time improves manual and mechanical skill. Enthusiasts may either perform all the exercises necessary in the production of an etching, or else they may divide the work in such a way that individual talent is brought forward to best advantage.

Etching was formerly not taught in art schools, because in the etching process acids were used which were dangerous to handle. The etching solution developed for the new hobby does not hurt fingers or clothing, but should, of course, be kept away from eyes or mouth.

Etchings may be made in the following manner:

The preliminary sketch is drawn upon an aluminum plate, whose surface has been given a special coating. The sketch may be made with a soft pencil. Because the metal is light in color, the work may be easily seen.

After the sketch has been made, a stylus is used to cut into the surface of the metal, following the penciled lines.

The plate is now ready for etching. A cup of water is emptied into a tray, and a few chemical crystals are added. These dissolve rapidly. The plate is immersed in the solution for a length of time depending upon the depth of etch desired. If it is the intention of the hobbyist to have some lines light, the others heavy, he may stop off certain lines with a protective fluid which is not attacked by the etching solution.

When the plate is sufficiently etched, it is removed from the bath, cleaned, and inked. The ink is in paste form, and is spread over the plate with a roller. This procedure forces the ink into the crevices made by the stylus and the solution. Then the excess ink is carefully wiped from the surface of the plate with a cloth. To assure uniformity in wiping, the heel of the hand is then used in a final wiping operation.

Printing paper has meanwhile been soaked



Lyn Swann, youthful Baltimore art student, admiring an etching which she has just printed from an aluminum plate. She used a new small press, of a type which can be clamped to any table, and made the print with the help of a kit containing all the necessary accessories. By means of this hobby many enthusiasts will be able to make not only etchings but also dry-points, Christmas cards, book plates, and many other types of printed matter.

in water. The small press, which weighs less than ten pounds, is clamped to a table, and the inked plate is laid on the board which forms paper and plate, and felt, paper, plate, and the platen. Then the wet paper, which has been blotted to remove excess water, is laid over the plate. A piece of felt is then laid over platen and run through the rollers of the press, after these have been suitably tightened.

After this has been done, the felt is lifted, the paper removed from the plate, and the etching is finished. The paper is allowed to dry, and may then be matted.

Dry points are made with the stylus alone, no etching solution being required. The depth of line desired is determined by the pressure brought to bear on the stylus.

As hobbyists become skillful, they can turn this interest into profit, for they can take orders in their neighborhood for Christmas cards, book plates, greeting cards, invitations, or any other type of printing where quantity production is desired. If they are not sufficiently talented to make original compositions, they can copy pleasing subjects, whether they be photographs, etchings, paintings, or magazine illustrations.

Press, kit, and additional supplies for the new hobby may be obtained from the Etch-crafters of America, Inc., 879 Park Avenue, Baltimore, Maryland.

# Music at Sunset

By

Russell C. Smart  
Merrill Palmer Camp

**A**T the meeting of all the campers and counselors of the Merrill-Palmer Camp just before bedtime on the first day of camp, a counselor made the rather mysterious announcement that after the campers were all in bed at eight-thirty there was to be a "surprise." Very little more information was given, and the campers were told to wait and see what it was.

At eight-thirty the expectant children heard organ music coming from they couldn't tell where. When that stopped there was a pause, and then an orchestra played a piece. At the end of that piece there was another pause, and then the organ played "Now the Day Is Over." After that it was quiet.

The next morning at breakfast there was a great deal of discussion about the "surprise." Everyone seemed to have heard the same music, but there was no agreement about where it had come from. Some of the more prosaic said it had come from the Main Cabin, or from the Nature Cabin, though they were stumped as to how music could have come from either place. One lad was sure it had come from a sound truck, such as is used before election day, circulating among the cabins. He was positive that this was the source of the music, because he had heard and felt the truck bump against his cabin as it was manoeuvering among the trees. The counselors appeared to be as much mystified as the children and told them to see if they could find out during the day or that night. After about a week one of the counselors was seen carrying the combination radio and record player down the hill from the Main Cabin to the Nature Cabin, and the mystery was solved.

Whether or not it was the element of mystery about the evening music that caused the continued interest, the campers throughout the six weeks' camp season looked forward each evening to finding out what was to be played after they were in bed. The program began each evening quite promptly at eight-thirty with "Peace, Perfect Peace" and closed after

one or two intervening selections with "Now the Day Is Over." The entire program usually lasted about ten minutes, sometimes more and sometimes less. Sometimes on Thursday nights when the Toronto Promenade Concert was being broadcast, eight or ten minutes of that program were played between the opening and closing pieces. On some other evenings there was instrumental music being broadcast which was suitable to the program.

Occasionally, from the third week of camp on, a counselor explained to the campers in their pre-bedtime meeting what was to be played, with a brief description of what it was about, if it was "program music," and a little something about the composer. Owing to the time at which the music was played there was no chance for the campers to discuss the music immediately afterward, but they sometimes talked about it, and about how they felt when it was played, the following morning.

Of course there were favorite pieces. One of the most popular numbers, and one that was asked for most often, was an orchestral and chorus arrangement of "The Bells of St. Mary's." This song was also popular at the Quiet Hours during the day. Also popular were the dances from "Hansel and Gretel," probably because many of the children had danced to them in school. Other pieces that were played during the season, some of them more than once, included "The Afternoon of a Faun," "The Sorcerer's Apprentice," the "Nutcracker Suite," the "Caucasian Suite," Schubert's "Marche Militaire," "La Grande Paque Russe," and the ballet music from "Le Cid."

The instrument used was a Victor combination radio and record player, which could be carried fairly easily. Except on windy or rainy nights the music was audible to all the cabins, the farthest cabin being about one hundred yards from the source. It was found that instrumental music was best for the purpose, be-

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# FOR YOUR LIBRARY

**CAMP CATERING.** by the Hildebrands

**\$1.25**

A cook book for all campers, hikers, canoeists, and other outdoor-minded people. Contains suggested marketing lists for large groups of people, menus, and recipes. Illustrated with humorous line drawings by Milton Hildebrand. The Hildebrands are experienced campers, and their books have sold widely.

**THE CANDLE BOOK.** by L. M. A. Roy

**\$2.00**

The first of a series of photographic books on crafts, this book tells in detail about the process of making tallow candles. Particularly valuable for craft classes in camps.

**WITH PUPPETS, MIMES AND SHADOWS**

**\$1.50**

by Margaret K. Soifer

"The author goes to the roots of successful play production for children in the various forms—puppets, pageants, ballets, tableaux, or shadows. . . . Techniques of group playwriting are discussed, and ten plays, each in a different medium, are included. Will be suggestive and stimulating to teachers and others working with children and young people." The Book list of the American Library Association.

**FIRELIGHT ENTERTAINMENTS** by Margaret K. Soifer

**\$.80**

"Within this little manual is an abundance of fresh and imaginative material for evenings out of doors. These programs are ideally adapted for use in camp, being based as they are upon picturesque and romantic types of outdoors people—there is the cowboy program, the gypsy, the Indian, the hobo, the lumberjack, the pioneer, the pirate, etc." Dr. Bernard S. Mason in The Camping Magazine.

**INTEGRATING THE CAMP, THE COMMUNITY**

**\$2.00**

**AND SOCIAL WORK.** by L. J. Carr, Mildred A. Valentine, and Marshall H. Levy

Just published is this study of an attempt to mobilize medical, social, and psychological techniques and all agency resources in the community for the adjustment of a selected group of "boys-in-trouble." It is an important and pioneer report of synthesizing the procedures of counseling, case work, group work. Includes many case histories.

**ADVENTURING IN NATURE.** by Betty Price

**.60**

A pamphlet designed to meet the need of recreation leaders in stimulating and developing interest in Nature. Includes suggestions for simple collections, playground, nature museums, nature trails, informal exploring trips, nature clubs, games, handicraft and other activities. Invaluable handy guide for counselors, club leaders, recreation leaders.

**CHILDREN'S MASTERWORK HOUR.**

**\$1.00**

by Julia Cummings Sutton

35 programs of recorded music with descriptive comments regarding the composer, the composition and the interpreter. Dr. Frances Elliot Clark writes: "I have just read with great interest your programs for children. Thousands of children have grown up, missing the joy of these lovely tunes, and the literature of real child songs."

**INDIAN AND CAMP HANDICRAFT.**

**\$2.00**

By W. Ben Hunt

Indian articles have an instant appeal to youngsters of all ages. Here are thirty projects, most of them of Indian origin, that are exceedingly popular with boys and girls everywhere. They include peace pipes, ceremonial bow and arrows, moccasins, snow shoes, totem pole, tepee, dolls, birdhouses, etc.

**BOYS' BOOK OF CAMP LIFE.**

**\$1.00**

By Elon Jessup

Information on every phase of camping is here presented by a man whose experiences in the open have been numerous and varied. It includes information on what to do in an emergency, the necessary equipment for hikes, overnight camping, and permanent camps. Accurate diagrams fully illustrate each topic considered.

Current members of the American Camping Association receive 10% discount off the list price.  
Checks or money orders must accompany all orders and be made payable to the

**DRUMS, TOM-TOMS AND RATTLES.**

**\$2.50**

by Bernard S. Mason

The text is superbly illustrated with line drawings illustrating the designs, the technique of making the drums, and the assembly of the completed drums. This book will be particularly valuable in camps and recreation centers not only as activity material but also for library use.

**WOODCRAFT.** by Bernard S. Mason

**\$2.75**

Ernest Thompson Seton says: "Mason has prepared a new work on the subject of woodcraft in which field he has made himself a master. . . . I predict for Mason's 'Woodcraft' a great and continued success. It is bound to be rated as an essential guide in every camp and camping trip of the folks who love to go forth for a spell of the wilderness."

**THE NEW ARCHERY: HOBBY, SPORT, AND CRAFT**

**\$3.50**

By Paul H. Gordon.

An inclusive manual on all phases of archery for both the beginner and the expert. Includes chapters on the history of archery; competition, methods of scoring, correct procedure in aiming and shooting; selection and care of equipment; archery leadership in camps, schools and clubs. By a foremost archery authority who is Director of The Beacon Hill Craftsmen, makers of archery equipment. Profusely illustrated.

**CAMPS, LOG CABINS, LODGES, AND CLUBHOUSES.** By F. E. Brimmer

**\$2.00**

The practical handbook for those interested in building permanent camps or hunting lodges in the woods or on the shore. Gives detailed directions for construction of shacks, log cabins, and log clubhouses with chapters on making doors, window-frames, fireplaces, rustic furniture. Illustrated with drawings, plans and photographs.

**CAMPING OUT.** By Warren H. Miller

**\$2.50**

Written by a veteran of thirty years of camping out in various climates and conditions. This book is a helpful guide to the different types of camping out from the lone hike to the de luxe camping of those who can afford the best and most complete equipment; and conditions met with in each type. Illustrated with photographs and diagrams.

**FUNDAMENTALS OF LEATHERCRAFT**

**\$1.00**

By Ross C. Cramlet

Every boy and girl in your camp will be proud to own one of the fascinating, useful articles described in this new book. It's intended especially for beginners, and clearly describes and illustrates every step of the craft, emphasizing the proper selection of materials.

**POTTERY MADE EASY.**

**\$2.25**

By John W. Dougherty

Now pottery, too, can be a part of every camp program. The old argument that it is expensive no longer holds. For here is a book that not only explains and illustrates every phase of the art, but also gives full directions for making all the necessary equipment. Many projects included.

**KEEPING CAMPERS FIT.**

**\$2.50**

By Elena Erving Williams, R.N.

Practically every camp director admits that the first objective of camping is health. A broad understanding of the preventive and educational sides of health care and supervision awaits every Camp Director or Counselor who has this complete manual available for ready reference.

**CAMP GRUB.** By Elon Jessup

**\$3.50**

Mr. Jessup offers scientific fact, common sense and long personal experience on this important subject. He tells the prospective camper how to make up a list of adequate and portable foods and equipment; how to make a cooking fire; how to clean and cook fish and game; how to make a fireplace, an oven, an ice-box; how to keep food fresh; how to keep the camp clean and sanitary; how to insure pure drinking water, and numberless other things that the camper is likely to find himself in trouble over.

**AMERICAN CAMPING ASSOCIATION, Inc.**

330 SOUTH STATE STREET

ANN ARBOR, MICHIGAN

# Seen and Heard

## Jacoby Accepts New Position

Raymond I. Jacoby, for many years on the staff of the Old First Church, Newark, New Jersey, has resigned his position there and is now affiliated with the Camden County Y.M.C.A., Haddonfield, New Jersey.

## "The Camp Counselor"

Orders for "The Camp Counselor" written and published by C. Walton Johnson, Camp Sequoyah, Weaverville, North Carolina, should be sent directly to Mr. Johnson. This popular booklet on counselor training was reviewed in the October issue of this magazine. The price is now 20c per copy, 6 copies, \$1.00.

## New York Section Meets

The first fall dinner meeting of New York Section will be held at the White Turkey Town House, 1 University Place, New York City, October 30 at 7 p.m. Dr. Ernest G. Osborne will discuss the topic, "A Glance Backward and a Look Forward." Dr. Osborne is a member of the Board of Directors of the New York Section and is chairman of the Studies and Education Committee of the A.C.A. After Dr. Osborne's talk, an hour devoted to "Professor Quiz and what she knows about camp" will be led by Miss Olida Schrottky. Reservations should be made with Mr. Max Oppenheimer, Secretary-Treasurer of the New York Section, 1401 Lexington Avenue, New York City.

## Progressive Education Association Conference

The Chicago Camping Association and the American Camping Association have been invited to plan a program for camping in connection with the National Conference of the Progressive Education Association. A morning and afternoon session on Thursday, February 22, will be devoted to talks and discussions of "The Organized Camp As An Educational Resource." The co-chairmen planning this meeting are Mr. Ronald J. Gleason, Chairman, Chicago Camping Association; Mrs. Eleanor Eells, and Dr. Charles A. Wilson. A complete program will be printed in the December issue of THE CAMPING MAGAZINE.

## Fall Conference—Lake Erie Section

The Lake Erie Section will hold a two-day conference on November 8 and 9 at Leroy Inn, Leroy, Ohio. The program will include a discussion, "How Does Your Camp Rate?" led by Mr. E. B. Buchanan, and the following talks, "The Individual in Camp" by Mrs. Maralla Farrar; "Use of the Natural Environment in Program and Crafts" by Miss Abbie Graham. Mr. E. V. Rasmussen will lead the

"Question Box". For further details write Miss Mary Eidson, Conference Registrar, c/o The Friendly Inn, 3754 Woodland Ave., Cleveland, Ohio.

## Two New Sections

We announce with pleasure the establishment of two new Sections of the American Camping Association, *The Northeastern Wisconsin Section* and *The Rocky Mountain Section*. Miss Jeannette Whitty is president of the former section, and Miss Dorothy Richardson is president of the latter. Twenty-two Sections in the United States, Canada and Hawaii now constitute the American Camping Association.

## A Two-Day Institute

The Child Study Association of America announces a Two-Day Institute at the Hotel Roosevelt, New York City, November 17 and 18. The theme of the Institute will be "Controversial Areas in Today's Thinking About Children." Preceding the Institute, a round table discussion of "Techniques of Group Leadership—The Function in the Community of Lay and Professional Leaders" will be held in the Association's Headquarters, 221 W. 57th St., N.Y.C., on November 16 at 2:30 p.m.

## The Challenger

Chicago and Northwestern's *Challenger* should be one of the most popular trains for travel from Chicago and points East to the 1940 Convention at Asilomar, Pacific Grove, California, January 25, 26, 27, 1940.

The *Challenger* is an all-tourist train leaving Chicago daily at 10:30 p.m. Leaving Sunday, January 21 at 10:30 p.m., would get one into Asilomar on January 24 at 7 p.m., with a stop-over in San Francisco of 8 hours.

The round trip rate on the *Challenger* is \$74. Lower berth, one way, \$8.95; upper berth, \$6.80 one way to San Francisco. Meals on this train are as low as 25c for breakfast, 30c for lunch and 35c for dinner.

In addition to the *Challenger*, the Chicago and Northwestern run the Streamliner City of San Francisco every 6th day. For the ACA Convention, leave Chicago 6:15 p.m., January 23; arrive Asilomar, 11:25 a.m., January 25. Round trip fare, \$90.30; extra fare, \$15 each way; lower berth, one way, \$16.55; upper berth, one way, \$12.60.

Several other trains to San Francisco may be taken on this railroad. For further information and descriptive materials write to R. Thomson, Passenger Traffic Mgr., C. & N.W. Ry., 400 W. Madison St., Chicago, Illinois.

### A Suggested Itinerary to Asilomar

Here is a route using The Milwaukee Road and visiting the Pacific Northwest.

Leave Chicago on the Milwaukee Road's "Olympian," 11:15 P.M., January 18. On Saturday, January 20 one passes over 656 miles of electrified road over the Rockies, Bitter Root and the Cascade Mountains. Arrive Seattle, Sunday, January 21, at 8 A.M. A side trip from Seattle by steamer to Victoria will be furnished without charge, if desired. Leave Seattle, 11:30 P.M., January 21 on the Union Pacific "Klamath"; arrive San Francisco January 23, 7:50 A.M. Leave San Francisco 4 P.M., arrive Asilomar 7 P.M. Return may be made via any route from Los Angeles.

Round trip rate: \$74.00 Intermediate and \$90.30, First Class from Chicago; Tourist Lower Berth, Chicago-San Francisco, via Seattle, \$10; Standard Lower Berth, \$18.90. For further information, literature and assistance in preparing itinerary or reservations, write W. A. Murphy, General Agent, The Milwaukee Road, Room 806, Transportation Building, Detroit, Michigan.

### Reduced Price for Codeball on the Green

The equipment for codeball on the green, a kicking game of the golf type suitable for camp use, which in the past has been exceedingly expensive is now being manufactured at a price designed to bring it within the reach of everyone. The entire outfit now costs \$29.50.

### Developing Health

(Continued from Page 20)

significant was that he had gained ten-and-three-quarter pounds and *still gained in P.F.I.* That is, with increasing weight his *normal* strength rose rapidly; but his actual gain in strength very much more than kept pace with the norms.

#### CASE No. 2

Age 12 years, 4 months

P.F.I. 101-98-102-111-122

P— was attending camp for the first time. In fact, it was also the first time he had ever been away from his parents. This particular year the parents were having their vacation while he was in camp. This vacation was taking them to California by way of Canada. He thought that he should be permitted to go with them. The boy therefore resented the fact that he could not go with them and also that he had to be at camp. The camp, he felt, was the reason why he was not going with his parents. As a result, he had a very difficult time adjusting himself to camp life. First, he became homesick, then resentful and indignant toward his parents and camp.

In an effort to stimulate him he was shifted to another cabin when it was discovered that his second P.F.I. had declined to 98. This change did not seem to make him any more happy. Just before

## Again NUMBER ONE

### Camp Advertising Medium!

FOR the sixth consecutive year Parents' Magazine has been first choice among camp advertisers, carrying more camp advertising lineage and a greater number of camp advertisers than any other magazine. During 1939, 71% of all camp advertisers used Parents' Magazine. Because 98.4% of the more than a half-million circulation of Parents' Magazine goes into homes with children of camp age, and because Parents' Magazine readers are progressive, well-to-do parents who appreciate the value of camping, Parents' Magazine offers a waste-free, effective circulation. Parents' Magazine produces camp enrollments—that's why it's the #1 camp advertising medium!



Write for special camp advertising rates  
Regina McGarrigle,  
Director,  
School and Camp Dept.

**PARENTS' MAGAZINE**

52 Vanderbilt Avenue

New York, New York

## BOWS AND ARROWS OF EXCELLENCE

Used by leading universities and made by master craftsmen themselves, in America's largest plant devoted exclusively to the manufacture of fine quality archery equipment. Tournament winners throughout America.

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**Ben Pearson, Inc., Dept. C9**  
Pine Bluff, Ark.

the month was up he was again changed; this time to another group division. A rather quick change in attitude was the result of his second change. In the new group he felt and was treated as though he was an "old-timer" at camping. When his adjustment to camp came so did an improvement in his health. It is needless to state how delighted the parents were in the physical, mental and moral changes in their boy.

#### CASE No. 3

Age 14 years, 11 months

P.F.I. 152-185-200-175-185

T— did not want to come to this camp. He had hoped to return to the one he had been at the previous year where he felt he had a great many

friends. The staff, in working with him, soon helped him to find new friends and to adjust himself to the new camp. He had some interest in tennis, which the camp developed. As a result he became the outstanding player in camp. His P.F.I. rose rapidly, until at mid-summer it was 200. Because we knew the boy was "too fine" physically we tried to decrease his strength by encouraging him in craftwork and scout tests. He told us quite frankly at the time that he did not like the inactivity one bit but he was willing to cooperate with the camp if we thought it was for his best interests.

He faithfully followed a program of decreased physical activity and rest for the full two week period. When he learned that his score had decreased to 175 he wanted to know why he couldn't return to his tennis playing if he did it moderately. We agreed, on the condition that it must be very moderate, but at times during the last two weeks it was anything but moderate. The result was that the score rose again to 185.

The individual cases and the averages reported above barely suggest the significant changes that are constantly taking place in directed health programs.

The beneficial results of a planned health program are manifold. These health results are:

1. Definite and measurable improvement in camper health.
2. Counselors are stimulated to better work because of an intimate knowledge of the physical needs of the campers.
3. Parents and children acquire a new and vital interest in the camp because they can see, objectively, the results achieved in the physical development of the boy himself.
4. Camp directors have definite evidence of the success or failure of programs, leaders and equipment.

Since it is probable that health aims are to be the basis for camping programs in the future it will be necessary to measure health progress scientifically. The physical fitness test has the qualities of validity, reliability and objectivity that are so necessary for proper and successful measurement.

It should be remembered however, that in no sense of the word is the physical fitness test intended to be a panacea. Rather, it is but a barometer of changing physical condition. As such it is invaluable for the indication of health changes if test results are interpreted with intelligence.

Since erroneous or misleading interpretations may so easily occur due to the infinite complications of the human body and the great num-

ber of defects which may occur then a last word of warning is in order. Do not rush into measurement programs without training in testing and interpretation. Remember a gun is easy to point and easy to fire, but it is not so easy to make a bull's-eye!

#### REFERENCES

1. Horace Mann, Original source unknown but written in 1848.
2. J. E. Sanders, *Safety and Health In Organized Camps*, p. 80.
3. John Dewey, Source of this statement temporarily lost.
4. Frederick Rand Rogers, *Fundamental Administrative Measures in Physical Education*, p. 28.
5. Frederick Rand Rogers, *Physical Capacity Tests*.
6. March 1935 Supplement to *The Research Quarterly*, American Physical Education Association, p. 156.

## Movie Project

(Continued from Page 15)

large red lettered sign with pictures of scenes from the movie and writing which read "World Premiere of 'Elmer Goes West'—Tonight at 8:00 P.M.—Starring Virginia Morse, Hildred Husband, Eloise Stumm and a Host of Others." Two bright improvised spotlights played on the Master of Ceremonies, who in real life was the Ranch Doctor, and a make-believe Shirley Temple, Mae West and Dorothy Lamour, added a touch of realism to the hilarious proceedings.

Finally all the ranchers took their seats in "Parkhill's Peeled Pine Palace" and the figurative curtain went up on "Elmer Goes West." When the girls saw themselves in their comic makeup and performing as any other movie star, it was not hard to see that they were thoroughly pleased. Even the villain, who at first was heartily hissed, was applauded for her performance. As the ending title flashed on the screen, a general buzz of conversation arose about incidents which happened while the show was in production. As they passed out the door on their way to bed one could hear, "Wait until my brother sees me in this outfit," "Gee, that was swell" and "Won't my Mother and Dad be proud to see me in the movies." The summer is over but "Elmer Goes West" is an activity which will be recalled over and over.

The Premiere showing at Flathead Lake Ranch was just one part of the usefulness of the cinema efforts during the summer. A story movie is threefold in its worthfulness as a project: *first*, in uniting all the individual campers'

interests in a common goal and giving each camper a feeling of achievement; *second*, in the Premiere showing, giving a recorded result of their work and being ideal for evening entertainment while in camp; and *finally*, after the camping season is over and the campers proudly have it to show to their parents and friends, the scope of enjoyment and appreciation of worthwhile things done in camp is broadened to include others who now, more than before, will realize the benefits of the summer camp experience.

A few of the girls were so pleased and interested with the movie that they prevailed upon their parents to buy copies for their home movie libraries, but in the rest of the homes the girls have been promised a special visit by someone on the staff to show "Elmer" to their parents and friends. Of course at the camp reunions the girls laughed and enjoyed their movie project as heartily as at its first showing back in the Montana Rockies at the Ranch.

## A Real Booklet

(Continued from Page 7)

can also be used to advantage in telling a story. Remember, your pictures should epitomize the theme of your camp booklet. The same theme or descriptive phrase should be used over and over. The pictures, in following the theme in subject matter and in arrangement, are generally used as (a) photographs, (b) closeups, (c) action portrayals, (d) panoramic views. A fine blending of these effects will reflect favorably upon the booklet as a whole.

When we have our pictures selected, we still have the most important part of their incorporation into our camp booklet before us. When we are ready to have the engravings made (unless we plan to use the photo-offset process), it is best not to try to save a nickel on them. Have first-class, deep-etched halftones made by a reputable engraver. Cut-rate printers will usually spend little time on "make-ready," which is what gives engravings and type the quality of printing clearly. The quality of a folder speaks louder than words.

### *Copy*

Rather than wasting valuable space in wordy descriptions and uninteresting factual information, it is better to have such information printed on an insert. Thus the continuity of the picture story of camp is not broken and parents will have all vital camp information at their fingertips. The best camp folders are us-

**FOR SALE**—Half interest in girls' camp to party capable of directing program; or will sell entire equipment and lease hold. Finest location, excellent building. Write Box 272, CAMPING MAGAZINE, Ann Arbor, Michigan.

**WANTED TO LEASE**—with a view to buying a boys' camp in the South or Mid-West. Have had ten years' successful experience as camp director, and have secured large enrollments by personal solicitation. Have had training and experience in school administration and public recreation. Write Box 378, CAMPING MAGAZINE, 330 South State Street, Ann Arbor, Michigan.

ually found to be those with the least copy detracting from their camper-parent appeal.

### *Paper*

Being a most important salesman, the camp booklet with its pictures, its copy and general appearance, must produce results. The first impression which it conveys determines its success. Publishers can generally produce attractive looking folders if they are given the material to work with. However, the market is full of second-grade paper which many jobbers who sell by price will not hesitate to use. Occasionally, cheap paper and old type are intentionally used in editing a successful publication, but such occurrences are exceptional and the risk is great. If clear, bright reproductions of pictures and type are wanted, it is best to specify No. 1 enamel-coated paper and insist on getting it. It is usually wise to stand by white, but many fine booklets use tinted papers.

For those who intend to be doubly sure that their camp folder meets with a sure response, the sensitivity of persons to colors will be carefully considered. In general: red promotes anger, passion and excitability; yellow suggests happiness; green is a background color which conveys the feeling of peace and of vastness found in the deeply wooded forests and hills; blue is soothing and mysterious; while violet is depressing. Yellow and green are probably the most desirable color bases to use in camp booklets. Pastel shades seem to carry the most appeal, while tinted pictures, printed upon a background of the same color, lose much of their significance.

### *Summary*

The following advice was given to a group of camp directors by a Boston advertising expert:

- a. Boil it down and drive it home in a sentence.
- b. Have plenty of margin. Don't crowd pages to the edge of the paper. Use margins liberally.
- c. Avoid alliteration.
- d. The mind works to the right. Drive cuts up. Use rules rather than borders. Elegance is distance between rules.

- e. Paper. Use warm stock in winter and cool stock in summer. Never use dark blue paper or any shade that is hard on the eyes.
- f. Play up life rather than buildings.
- g. In writing, make it heart high as well as head high.
- h. Avoid blue and red ink on cuts. No cuts are sometimes better than poor ones.
- i. Good pictures of boys and girls are better than phrases about boys and girls.
- j. Never substitute "slanguage" for language.

To keep pace with American camping, camp publicity men owe it to themselves, their camps and their customers, to devote more time and energy to putting out booklets that will show those distinctive qualities which are inherent in the camps they represent.

### Socialization

*(Continued from Page 5)*

himself is. The counselor can usually find some activity through which the camper can contribute his particular skill to the group's welfare. A child who does not ride or sail may find in mouth-organ playing or in designing posters for a coming play or in telling amusing stories in informal groups means by which he can participate in the group and be recognized by the group for so doing.

Skills alone do not make for socialization but they facilitate it, and the counselor who can discover, and direct his camper's special abilities in social participation is helping the child achieve a very worthwhile end. While recognition for achievement is useful in developing socialization, the ultimate aim should be that of "anonymous contribution" in which the work of the individual becomes lost in the product of the group and the individual's recognition is only apparent through the group's success.

For example, a group of campers wrote the libretto and produced an "opera." Some of the group made up songs, some thought of bright ideas for costumes, some worked out the lighting. The final production was a great success and the success was the result of the anonymous contributions of all the people who had helped with it. Individual achievement was recognized in the group success. Learning to play a "good part in a great scheme" had been achieved and this seems to be the basic lesson needed in any democratic order.

#### *General Attitude of the Counselor*

A great factor in helping the child become friendly and feeling at home is the counselor's

general attitude. If the counselor himself is friendly and has the quality of being able to find and to appreciate the positive qualities of his campers, a general attitude of acceptance will develop among the campers. To do this the counselor must keep himself free from criticism of his campers and colleagues and refrain from discussing campers unfavourably. Campers being singled out either in staff meetings or in informal groups and discussed as "problems" build their camp personalities on such a basis. Counselors' meetings must avoid dwindling to a level of personalities and counselors must develop both a professional outlook and a professional reticence.

Socialization will be helped then when the counselor can discover the qualities by which the child can find his place in the cabin group, when he can draw out those interests which give him a place in the wider community, when he can help him develop skills which are necessary in the setting and useful for the group and when he, himself, can achieve a friendly, objective attitude to his campers and colleagues.

### Music at Sunset

*(Continued from Page 24)*

cause voices were likely to be distorted and unnatural sounding.

It was the general feeling of the counselors that the evening music was beneficial. They reported that the children went to sleep more quickly after the music than they had in previous years. The children were relaxed and ready to go to sleep when the last piece was played. Another advantage was that the music acted as a signal for all the camp to be quiet at one time. In previous years there had often been difficulty when one or two cabins continued to be noisy after the stated quiet time.

Other camps have used bugles playing taps, either singly or in echo arrangements. The music at Merrill-Palmer Camp was an adaptation of the playing of chimes at bedtime at another camp. The playing of chimes or records of orchestral works would seem to have two advantages over the playing of taps—the period of music can be longer each evening, and the programs are more varied from evening to evening and so are more interesting.

It would be interesting to experiment with some kind of microphone pick-up so that songs or instrumental music by groups of counselors could be "broadcast" to the campers at bedtime.

## Kitchen Kinks

(Continued from Page 21)

**Cleansing Agents.**—After experimenting with many types of soaps, soap powders, soap flakes, and commercial grease breakers, I find that the most economical and most efficient cleanser for dishes is tri-sodium phosphate. This costs between 3c and 3½c per pound in barrel lots. This is the basis of many cleaners packaged under trade names at a higher price.

**Trays for Glassware.**—My glassware man stacks his glasses upside down in homemade wooden boxes with slats on the bottom for drainage. (Wire glass trays can be purchased for this same purpose.) **Advantages:** (1) Waiters need not transfer individual glasses from the shelves to their trays. Less breakage. They take out a trayful at a time. (2) The glasses are quite dry when taken by the waiters, and need only a slight going over by towel before putting them on the table.

**Family-Size Cans.**—We have on hand some small family size (No. 2 tins) of fruits and vegetables. If we need a few portions more of any of these items it is more economical to open a small tin than to open a No. 10 tin and have the surplus remain in containers in the ice box until used again.

**Treat for Cooks.**—Because we are located comparatively near New York City, we have quite a few week end guests, and many guests for Sunday dinner. Our kitchen staff works steadily all day Saturday and Sunday. In addition to preparing for the visitors for Saturday night, Sunday morning, and Sunday noon meals, they must also prepare for the Saturday 11 P.M. "Midnight snack" for our parents, counselors, and privileged campers. Our kitchen staff does it graciously for they know they are the only ones in camp who will receive a special treat with their week-end meals "on the house." It eliminates the necessity of extra help for week ends, which help is usually not up to par.

Some of the above suggestions may appear elementary to some directors. If any one of these suggestions proves helpful to any of our readers, my effort has been repaid. If this article is causative of other directors submitting suggestions to enable camp directors to ease up a strenuous two months' grind, then I will have been doubly repaid. If any camp directors desire to see the above points in action, they are welcome to visit us during the camping season (not week-ends, please).

## The Camp Program

(Continued from Page 11)

the arms freely and symmetrically, and taking a suitable length of stride.

Some interesting observations on walking were made by one counselor who went hiking with a Northwoods guide and seven campers whose ages ranged from ten to twelve. In ordinary walking five of the seven children toed out and had pronated ankles; the remaining two toed straight ahead and appeared to be able to adapt their steps very easily to the ground surfaces. When the road was cut up by deep wagon-wheel ruts, two of the children who ordinarily toed out accentuated this characteristic, bracing one foot and then the other on the sides of the rut, and getting their push-off from the pronated foot. The other three lessened the toe-out position of their natural walks and were finding it difficult to keep their balance. The two who ordinarily toed straight ahead walked Indian fashion, one foot directly in front of the other and had no difficulty in keeping their balance. Going through grassy swamp-land forced the children to toe straight ahead, otherwise their progress would have been very much impeded by the high grass.

When it came to crossing a creek by walking over a fallen tree trunk many different solutions to the problem were observed. The first child crossed with no hesitation and little difficulty, putting one foot directly in front of the other. The second "inched" along by drawing the rear foot up to the forward foot which was pointed straight ahead. Two others turned completely to the side, toeing upstream, sliding first with one foot and then drawing the other close to that. As the children took their dips those who toed out maintained that position. It appeared that most of the children stepped with the toes first and then the heels—the reverse of what happened on the trail. About an hour was spent playing on logs near the shore. The campers first walked in their individual ways and then gradually acquired a forward Indian fashion gait. The steps were varied with the size of the logs and the degree of security.

On the return trip a day or so later it was interesting to see that all of the children walked straight forward, Indian fashion, using their arms for balance, as they crossed the stream over the tree trunk bridge. Fear was no longer an element influencing the steps, and each child was fairly confident of her ability to cross without losing balance. The change in proportion

to the amount of practice on the floating logs was remarkable.

The Northwoods guide had excellent control of balance and his steps were firm and securely placed. As he climbed over the rocks he adjusted his steps to the surface. Over slippery rocks he walked more slowly, and usually placed the ball of his foot first before shifting his weight, but over dry rocks he walked more in his natural gait, placing the heel first. Over tree trunks on the path up and down hill he seemingly stepped down with the whole of his foot, "giving" slightly on contact with the ground. It is possible that he may have landed on the ball of his foot and quickly transferred his weight to the whole of the foot. His feet were slightly pronated when climbing up the hill, but straight forward on the descending path.

After making these observations and considering their significance, it was concluded that the usual heel lead should be replaced by a toe lead when walking over slippery rocks and when wading through water in unfamiliar territory. Walking with the toe pointing straight ahead is to be commended. The foot so directed is more ready for rough paths and various obstructions. The pronated foot is handicapped, lacks spring, strength, and security. Landing on the ball of the foot and "giving" with the foot upon landing reduces jolting. For knee safety the knees should be separated rather than turned inward upon landing or when carrying heavy loads.

Young campers can be taught how to take care of themselves in the woods—what kind of clothing to wear, how to pitch camp, how to chop wood, how to plan and prepare suitable food. In fact they learn many of these things whether or no.

Since camp life is a very active one, it is quite important for all the children to get sufficient rest and sleep. During the "quiet periods" they should be taught to relax completely, letting the bed carry every bit of their weight. The entire length of arms and legs should rest on the supporting surface. The prone position with the head turned to the left, the right leg stretched out straight, and the left leg slightly bent so that most of the weight is thrown onto the right side, has been found to be the most advantageous for the majority of children (see *Hygeia* for December, 1930). Such relaxation is impossible if the children are allowed to read or write during their rest pe-

riod. Anyone who has tried to read while lying down realizes the difficulty of avoiding uncomfortable positions and eye strain. When lying on the back the head is likely to be poked forward, the chest hollowed, and the shoulders rounded. The side lying position is, if anything, even worse with a spine that is badly twisted and the weight propped up on one elbow. The prone lying position for reading is the least objectionable, but it could not be recommended for a child who already has a hollow lower back.

The idea of relaxation can be carried over from rest periods into floating and swimming. Here is an opportunity to teach "differential relaxation"—relaxation of one part of the body while another is working. Relaxation can also be taught in connection with canoeing, riding, and hiking.

Small campers have many motor problems to solve: how to open a steamer trunk, how to open doors and windows, how to carry a canoe, knapsack, or load of wood, and how to enter and leave a canoe or rowboat. These are opportunities for the counselor to guide and to help in understanding the mechanics of skillful body movements. In the eyes of a kinesiologist it is not a question of opportunity at a summer camp to develop poise, habits of good body alignment, and the ability to adapt movement to purpose, rather it is a question of the extent to which the camp director and the counselors appreciate and utilize their opportunities.

(Observations for this report were made by Natalie Smith, Barbara Gill, and Christine Schwartz, graduate students in the Department of Hygiene and Physical Education at Wellesley College.)

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Statement of the Ownership, Management, Circulation, etc., required by the Acts of Congress of August 24, 1912, and March 3, 1933, of THE CAMPING MAGAZINE, published monthly, October through June, at Ann Arbor, Michigan, for October 1, 1939.

State of Michigan  
County of Washtenaw

Before me, a Notary Public in and for the state and county aforesaid, personally appeared Ross L. Allen, who having been duly sworn according to law, deposes and says that the American Camping Association, Inc., is the Publisher of The Camping Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, to wit: 1. That the names and addresses of the publisher, editors, managing editor, and business managers are: Publisher, American Camping Association, Inc.; Editor, Bernard S. Mason, Cincinnati, Ohio; Business Manager, Ross L. Allen, Ann Arbor, Michigan. 2. That the owner is the American Camping Association, Inc. 3. That the known bondholders, mortgagees, and other security holders owning or holding 1 percent or more of total amount of bonds, mortgages, or other securities are: none. 4. That the two paragraphs next above, giving the names of the owners, stockholders and security holders, if any, contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him. Signed, Ross L. Allen, Business Manager. Sworn to and subscribed before me this 30th day of September, 1939. (Seal) Norman Ottmar, Notary Public.